

Moderating role of self-efficacy in the link between work-family conflict and job satisfaction

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Abstract

Job satisfaction has continued to attract the attention of researchers because of its importance in human resources management. There has been much research linking work-family conflict to job satisfaction among teachers, but there has been little effort to study the moderating role of self-efficacy in this link in the Nigerian teachers. Leaning on the theoretical assumptions underlying the conservation of resources and job demand-resources models linking work-family conflict and self-efficacy to job satisfaction, this cross-sectional survey investigated the moderating role of self-efficacy in work-family conflict and job satisfaction relations among female secondary school teachers in Enugu urban area of Enugu State, Nigeria. One hundred and seven (107) female teachers between the ages of 30 to 59 years were sampled using multi-stage sampling techniques. The 30-item Self-efficacy Scale, 20-item Minnesota Satisfaction Questionnaire and 32-item Work-family Conflict Scale were the measures for data collection. Results of moderated regression revealed that work-family conflict and self-efficacy did not equally predict job satisfaction. Specifically, work-to-family conflict and family-to-work conflict jointly and independently did not correlate with job satisfaction while self-efficacy positively related with job satisfaction. Self-efficacy accounted for 4 % of the variance in job satisfaction among the teachers. There is need for policy makers in Nigeria such as the Nigeria Union of Teachers and Ministry of Education to consider self-efficacy in order to enhance job satisfaction of teachers.

Keywords: self-efficacy, work-family conflict, job satisfaction, female teachers

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I. INTRODUCTION

Teaching profession appears to be one of the most important professions because of the roles of teachers in nation building since they are saddled with the responsibility of helping students acquire the necessary skills for the sustenance of any nation. To this end, job satisfaction of teachers has continued to attract the attention of researchers.

According to Locke (1976) job satisfaction is the positive emotions that give happiness depending upon the value that an individual assigns to his or her job and work experiences, and is influenced by series of factors such as the nature of work, salary, growth opportunities, management, work groups and working conditions etc. (Aziri, 2011). One of the structures behind happiness in the context of the organization is job satisfaction (Gustainiene, 2012). The importance of job satisfaction has been documented widely by social scientists (Aziri 2011; Gregory, 2011; Spector, 1997). The main bases for maintaining employees' job satisfaction arise from two perspectives: the functioning and activities of the organization, and the employees' welfare. From the perspective of organizations, job satisfaction is regarded as one of the most important variables that influence group effectiveness (Aziri, 2011; Mafini & Poee, 2013; Siengthai & Pila-Ngarm, 2016). And positive correlations were observed between organizational performance and five employee satisfaction variables, namely working conditions, ability utilization, creativity, teamwork and autonomy (Mafini & Poee, 2013).

Job satisfaction has gained space in organizational environments because it generates effect related to productivity, motivation, loyalty, productivity and business performance (Aziri, 2011). It relates much to the individuals' perception and assessment of their jobs with influences of the individualities of each person based on their needs, values and expectations (Buitendarch & Rothmann, 2009). Understanding this fact is not simple, but a necessary task for organizations in relation to training, that need to be aware of the particularities of individuals (Aziri, 2011; Coda & Coda, 2014). Many characteristics related to the job (e.g. job satisfaction, organizational tenure, salary, work hours, job autonomy, job authority, job rank) have been found to have a link with work-to family conflict and family-to work conflict (Byron, 2005; Dierdorff & Ellington, 2008). In the last

two decades, studies (e.g. Behan & Drobin, 2010; Carlson, Kacmar & Williams, 2000; Lourel, Ford, Gamassou, Guegen, & Hartmann 2009; Cohen, 2009, Carly, 2002) have shown that job satisfaction and work-family conflict are related.

According to Wong, Hui and Law (1998), work-family conflict plays important role in job satisfaction because it investigates the link between satisfaction with job and family. And studies (e.g. Schneider & Wite, 2005; Major & Burke, 2013) have shown this link between job life and work-family conflict to be negative. The issue of work-family has been noted as a particular concern for today's businesses (Grandy, Cordeiro & Crouter, 2005) and also refers to work-family stress in the research and practice literature. Conflict between work and family occurs when individuals have to perform multiple roles as workers, spouses and parents. Each of these roles requires time and energy if it is to be performed adequately. Consequently, individuals are overwhelmed by strain from these multiple roles and experience interference from work or family (Senecal, Valler & Guay, 2001).

Work-family conflict is a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect (Posig & Kickul, 2004). Work-family conflict is bidirectional, thus work-to-family conflict (work interference with family) and family-to-work conflict (family interference with work) (Michel, 2011). There is a positive relationship between work-to-family conflict and family-to-work conflict, in general people report greater work-to-family conflict than family-to-work conflict (Lily, Duffy & Virick, 2006). And each direction is multidimensional, namely time-based, strain-based and behavior-based (Greenhaus & Beutell, 1985). Time-based is experienced when the time devoted to one role makes it difficult to fulfill the requirements of another role (Greenhaus & Beutell, 1985). Strain-based conflict is experienced when the strain generated in one role spills over into the other role (Parasuraman & Simmers, 2001). And the third dimension which is behavior-based referring to incompatibility of behavior expectations in two domains (Yang, Chen, Chui & Zou, 2000).

Despite the association between work-family conflict and a number of undesirable organizational and individual consequences both at work and at home (Thanacody, Bartran & Casmir, 2009) especially in outcomes such as job satisfaction (Carlson, Kacmar & Williams, 2000); building on job demand-resources theory (Bakker & Demerouti, 2007) personal resources such as self-efficacy could be a moderator. In support of this, studies (e.g. Erdwins, Buffardi, Casper & O'Brien, 2001) have suggested that the relationship between work-family conflict and job satisfaction could be moderated by self-efficacy. As a personal resource, self-efficacy could provide a unique perspective on what might ultimately help reduce the negative outcomes and increase positive outcomes (e.g. job satisfaction) as a person's own judgment of the abilities to complete a given task or course of action. Bandura (2007) described self-efficacy as a key determinant of psychological change, choice of settings and activities, quality of performance in a specific domain and the level of persistence when one meets adverse or negative experience. These functions of self-efficacy could be important in moderating the negative relationship between work-family conflict and job satisfaction among teachers. For example, the negative relationship between self-efficacy and work-family conflict (Erdwins, Buffardi, Casper & O'Brien, 2001) suggests that self-efficacy could be very important in managing and moderating the relationship between work-family conflict and job satisfaction (Erdwins, Buffardi, Casper & O'Brien, 2001). Following these, self-efficacy as a resource boosts an individual's capacity to deal with work-family conflict thus leading to job satisfaction.

Studies have shown that work-family conflict is an indicator of reduced job satisfaction (Parveen & Kalliath, 2004). Studies also have shown that self-efficacy as a resource can moderate the relationship between work-family conflict and job satisfaction (Erdwins, Buffardi, Casper & O'Brien, 2001). According to Julien (2007) females have been found to have job dissatisfaction. And in Enugu State, Nigeria, female teachers are likely to undergo stress and pressure ranging from the demands from work and family such as marking examination and test scripts, making notes, meeting up with early morning assembly etc. and equally attending to family responsibilities such as preparing meals, taking care of the children's needs. All these may contribute to work-family conflict which could make these teachers dissatisfied with the jobs; hence the present study.

Theoretical overview and hypotheses development

Considering role theory (Spector, 1997), work-family conflict can arise when a teacher's job-related role interferes with her family and vice versa (Greenhaus & Beutell, 1985). This interference could result in role strains and role conflicts with negative consequences such as reduced job satisfaction. Some researchers have argued that the increased role obligations that require time devotion and participation may result in various forms of psychological conflict if each role cannot be adequately fulfilled (Bedeian & Burke, 1998). Studies also found that role conflict are directly and positively related to work-family conflict (Carlson, Kacmar & Williams, 2000).

This is supported by spillover theory (Westman, 2005) which argues that strain experienced in one role that is transferred or carried over to another can be either negative or positive. Among Nigerian female teachers, this spillover effect is obvious as they often grade scripts at home, prepare lesson notes and other responsibilities at home resulting in work-family conflict which may cause reduced job satisfaction. Relying on conservation of

resources theory (Hobfoll, 1989) which suggests that role strain which causes work-family conflict occurs when there is loss of resources or threat of loss and reduced when there is resource gain, having personal resources such as self-efficacy could moderate this negative relationship between work-family conflict and job satisfaction. Lending greater support to this is job demand-resources theory (Bakker & Demerouti, 2007) which holds that when the demand of a job is high without sufficient resources to meet such demands it leads to stress which affects an individual's work and family leading to job dissatisfaction, but when the demand of a job is high and the individual possesses resources (e.g. self-efficacy) to shoulder it, it cushions off the stress, thus work-family balance thereby leading to job satisfaction. Moos and Schafer (1993) suggest that personal resources such as self-efficacy are positively related with active forms of coping with conflict and stress thus leading to job satisfaction.

Work-family conflict and job Satisfaction

Among female employees in human service professions such as teachers, conflict between work and family demands is likely to influence job satisfaction. In support of this, health employees who experience high level of work-family conflict have difficulties in fulfilling family responsibilities and have lower satisfaction from work (Kossek & Ozeki, 1998); Md-Sidin, 2010; Steenbergen, Ellemers & Elianne, 2009, Hoge, 2009, Nadeem & Abbas, 2009).

Bedeian, Burke and Moffett, (1988) in a study of 432 male and 335 female accounting professionals found that work-family conflict was directly related to satisfaction within that role. Similarly, a high relationship was noted between work-family conflict and job satisfaction (Hill, 2004). Studies (e.g. Kahraman & Baykal, 2009; Yu, 2011) have indicated that heavy workload, frequent overtime work, limited number of labor force, inability to benefit from annual leave, officially excused leave, low payment and perceived supervisor support are among the main work-related stress factors of employees triggering work-family conflict which affect job satisfaction negatively. Furthermore, work-family conflict affects job satisfaction more in collectivist societies than it does in individualistic societies (Spector, 2007). And Nigeria is a collectivist culture (Hofstede, 1997) as cited in Gorodnicheko and Roland (2010), thus the need for the study to give credence to this assertion.

Some studies in the related literature show that the relationship between work-family conflict and job satisfaction is much stronger among individuals working in Australia, Anada, New Zealand, United kingdom and United States than among those working in Asia and Latin America (Brough & Kalliath, 2009), hence the need for this study in Africa especially Nigeria. Following this, the researchers hypothesized:

1. Work-to-family conflict will negatively predict job satisfaction.
2. Family-to-work conflict will negatively predict job satisfaction

Self-efficacy and job satisfaction

The study of Rosenblatt (2001) revealed that holding multiple roles in school has implications for self-efficacy and job satisfaction. For example, a survey of 75 schools revealed that self-efficacy affects teachers' job satisfactions both directly and indirectly (McNatt & Judge, 2008). In support of this, a multinational study of five countries (Canada, Cyprus, Korea, Singapore and USA) found a positive correlation between self-efficacy and work-family conflict across the five countries (Klassen et al, 2009), therefore the researchers hypothesized that:

3. Self-efficacy will positively predict job satisfaction.

Moderating role of self-efficacy

Few studies have looked at self-efficacy as a moderator. For example, Matsui and Onglatco (1992) in a study of 435 full-time female employees in four Japanese companies found that career self-efficacy moderated the relationship between occupational satisfaction and work-family conflict. And studies (e.g. Erdwins, Buffardi, Casper & O'Brien, 2001) reported a negative relationship between work-family conflict and self-efficacy suggesting that a woman's level of work-family conflict decreases as self-efficacy in her work and family roles increases, thus the researchers hypothesized:

4. Self-efficacy will weaken the negative relationship between work-to-family conflict and job satisfaction.
5. Self-efficacy will weaken the negative relationship between family-to-work conflict and job satisfaction.

II. METHOD

Participants and Procedure

Participants were 107 participants comprising only female secondary school teachers between the ages of 30 to 59 years ($M = 32.83$, $SD = 4.84$). Using multi-stage sampling techniques participants were drawn from one (1) secondary school in Enugu Urban, Enugu State, Nigeria. Permission for the conduct of the study using

teachers from Enugu State was obtained from the Commissioner of Education, Enugu State. The researchers identified with the principal of the school in order to inform her of the study and get her cooperation. Copies of the questionnaire were administered to the participants and instructions given. They were allowed to go home with the copies and returned on a later date. One hundred and seventeen (117) copies (90%) of the questionnaire were returned and 10 (8.5%) copies were discarded due to errors in completion, hence, 107 (93%) copies of the questionnaire were scored and analyzed for hypotheses testing. 117 copies of the questionnaires were returned and 10 copies were discarded due to errors in completion, hence 107 (9.45%) copies of the questionnaire that were properly completed and returned, were scored and analyzed in testing the hypotheses.

Instrument

Three scales were used. They include 30-item Self-efficacy Scale (Sherer, Maddox, Mercandate, Prentice-Dumn, Jacobs & Rogers, 1982), 20-item Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967) and 32-item Work-family Conflict Scale Okonkwo (2011).

Self-efficacy Scale

Self-efficacy was assessed using 30-item Self-efficacy Scale (Sherer, Maddox, Mercandate, Prentice-Dumn, Jacobs & Rogers, 1982) Sample item reads “When I make plans, I am certain I can make them work”. There are both direct scoring and reverse scoring items. Ratings were made using 5-point scale, ranging from 1(disagree strongly) to 5 (agree strongly) with internal consistency of .86 reported by Sherer et al (1982). The researchers reported Cronbach’s alpha of .62.

Job Satisfaction Scale

Job satisfaction was assessed using 20-item Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967). Sample item reads ‘The chance to do something that makes use of my abilities’. There are only direct scoring items. Ratings were made using 5-point scale, ranging from 1(very dissatisfied) to 5 (very satisfied) with concurrent validity of .71 and test-retest reliability of .70 reported by Weiss et al (1967). Obodo, Okonkwo and Aboh (2019) in a Nigerian sample reported Cronbach’s alpha of .79.The researchers reported Cronbach’s alpha of .78.

Work-family Conflict Scale

Work-family conflict was assessed using 32-item Work-family Conflict Scale Okonkwo (2011). The scale has two subscales measuring work-to-family conflict (work interference with family) and family-to-work conflict (family interference with work). Sample item for work-to-family conflict reads “I do not participate well in household activities because my job is so challenging that it takes most of my time”. Family-to-work conflict reads “I spend more time on family than my job because my child or children cannot take care of themselves”. There are only direct scoring items. Each of the sub-scales could be scored separately. Ratings were made using 5-point scale, ranging from 1(strongly disagree) to 5 (strongly agree). Okonkwo (2014) provided the psychometric properties of the scale for Nigerian samples, and reported Cronbach’s alpha reliability coefficients of 0.89 and 0.88 for the two subscales of work-to-family conflict and family-to-work conflict, and convergent validity of 0.55.

III. RESULTS

Table 1: Descriptive Statistics and Correlations among the Study Variables

Variables	M	SD	1	2	3	4
1 Job Satisfaction	69.72	58.57	1			
2 Work-to-Family Conflict	53.38	11.98	.08	1		
3 Family-to-Work Conflict	44.28	8.73	.09	.62	1	
4 Self-Efficacy	74.81	15.62	.23**	.57	.47	1

Note: * = $P < .05$ (2-tailed), ** = $P < .01$ (2-tailed).

Results in Table 1, indicate that the predictor variables (work-to-family conflict and family-to-work conflict) did not significantly correlate with job satisfaction among female teachers ($r = .08, p > .05$ and $r = .09, p > .05$) respectively. Meaning that increases or decreases in the predictor variables did not relate to increases or decreases in the criterion variable, (job satisfaction), whereas only self-efficacy ($r = .23, p < .01$) positively related to job satisfaction. Meaning that, increases or decreases in this variable related to increases or decreases in the criterion variable (job satisfaction).

Table 2: Moderated regression showing the moderating role of self-efficacy in the relationship between work-family conflict and job Satisfaction

Variable	Step 1	Step 2	Step 3	Step 4
	B	B	B	B
Work-to-Family Conflict	.03	-.08	-.07	-.08
Family-to-Work Conflict	.08	-.03	.03	.03
Self-Efficacy		.25*	.26*	.26*
Self-Efficacy x Work-Family Conflict			-.06	-.11
Self-Efficacy x Family-Work Conflict				.06
Adjusted R^2	-.009	.022	.016	.008
ΔR^2	.010	.040*	.004	.001
F	.530	1.79	1.44	1.17
ΔF	.530	4.30	.397	.155

* = $p < .05$, ** = $p < .01$.

According to results in Table 2, in the first step the predictor variables (work-to-family conflict and family-to-work conflict) were entered. This model was not significant $F(2, 104) = .530, p > .05$ as it did not explain any of the variances in job satisfaction of female teachers in this block, and as a single variable yielded no significant relationship with the criterion variable job satisfaction ($\beta = .03, p > .05$; $\beta = .08, p > .05$) respectively. Meaning that, increases in work-to-family conflict and family-to-work conflict did not bring about increases in the job satisfaction of these female teachers, therefore the first and second hypotheses were not confirmed.

In step 2, when the second variable (self-efficacy) was entered as a block, it accounted for 4.0% of the variance in job satisfaction of the female teachers ($\Delta R^2 = .040, p < .05$) which was significant as hypothesis 3 was confirmed. Independently, self-efficacy ($\beta = .25, p < .05$) contributed significantly in the outcome, thereby confirming hypothesis 3.

More so, the moderating variable (self-efficacy) and work to family conflict were entered in step 3, as a block, they accounted for only 0.4% in the variance in job satisfaction ($\Delta R^2 = .004, p > .05$) which is not significant. Meaning that jointly the moderator variable (self-efficacy) and predictor variable (work-to-family conflict) were not related to the criterion variable (job satisfaction) among the female teachers. However, the two-way interacting terms, independently, only self-efficacy ($\beta = .26, p < .05$) positively related with the criterion variable. Meaning that, the teachers' self-efficacy and job satisfaction moved in the same direction.

Finally, the moderating variable (self-efficacy) and family-to-work conflict were entered in step 4, as a block, they accounted for only 0.1% in explaining the variance in job satisfaction ($\Delta R^2 = .001, p > .05$) which is not significant. Meaning that jointly the moderator variable (self-efficacy) and predictor variable (family-work-conflict) were not related to the criterion variable (job satisfaction) among the female teachers. However, independently, only self-efficacy ($\beta = .26, p < .05$) positively correlated with the criterion variable. Meaning that, the more teachers' self-efficacy and job satisfaction moved in the same direction.

IV. DISCUSSION

Contrary to the first hypothesis, findings have shown that work-to-family conflict did not predict job satisfaction. This implies that increase or decrease in the predictor variable (work-to-family) did not relate to increase or decrease in the criterion variable (job satisfaction). According to these results, the female teachers' job satisfaction was found to be independent of work-to-family conflict. And this is not in harmony with previous studies (e.g. Bedeian & Burke, 1988) which found work-to-family conflict to be related to job satisfaction.

Similar to the first hypothesis, the study also revealed that the second hypothesis was not confirmed as family-to-work conflict did not predict job satisfaction among female secondary teachers. This indicated that increase or decrease in the predictor variable (family-to-work conflict) did not relate to increase or decrease in the criterion variable (job satisfaction). Among these female teachers, experiencing job satisfaction was found to be independent of having family-to-work conflict.

In congruence with the third hypothesis self-efficacy was found to positively predict job satisfaction among these female teachers. This indicated that increase or decrease in the moderating variable (self-efficacy) related to increase or decrease in the criterion variable (job satisfaction). This movement in the same direction is an indication of positive association between the teachers' belief in their ability to perform their tasks (self-efficacy) and fulfillment their teaching job provides (job satisfaction). And this has given credence to previous

studies (e.g. Gibson, 2002; McNatt & Judge, 2008; Klassen, 2009) which found that self-efficacy predicted job satisfaction. And this has also lent support to job demand-resources theory (Bakker & Demerouti, 2007) which holds that when the demand of a job is high and the individual possess resources (e.g. self-efficacy) to shoulder it, it cushions off the stress, thus work-family balance thereby leading to job satisfaction.

The result of the study revealed that the fourth hypothesis tested which stated that self-efficacy will weaken the negative relationship between work-to-family conflict and job satisfaction was not confirmed. This indicated that an increase or decrease in the moderating variable (self-efficacy) did not relate to the relationship between work-to-family conflict and job satisfaction, hence as a moderator could not weaken the relationship as hypothesized.

In line with the fourth hypothesis, the result of the study revealed that the fifth hypothesis tested which stated that self-efficacy will weaken the negative relationship between family-to-work conflict and job satisfaction was not confirmed. This indicated that an increase or decrease in the moderating variable (self-efficacy) did not relate to the relationship between family-to-work conflict and job satisfaction, thus as a moderator could not weaken the relationship as hypothesized. And this was found to be contrary to Matsui and Onglatco (1992) study which found the relationship between work-family conflict and job satisfaction moderated by self-efficacy.

Implications of the findings

The study has paved way for the understanding of the link between self-efficacy and job satisfaction of a sample of female teachers in Nigeria following the positive relationship observed.

The positive outcome of this study particularly the aspect of self-efficacy shows that during assessment of teachers for recruitment, selection and placement, it is essential to ascertain and absorb teachers high on self-efficacy as this will be positively linked to their job satisfaction with possible enhanced job performance. And this has theoretical and practical implications for researchers, Nigeria Union of Teachers, Ministry of Education and other policy makers in the educational sector in order to enhance productivity through self-efficacy and job satisfaction.

Limitations of the study

Due to time and financial constraints, the participants were drawn from one school and this reduced the sample size, thus limiting the external validity of the findings.

This study relying on cross-sectional survey and regression analysis could not establish cause-effect between the variables. Following these, therefore, longitudinal and experimentation would have provided more robust findings; hence future studies in this area should consider these.

V. CONCLUSION

Considering the outcome of this present study, previous studies (McNatt & Judge, 2008; Klassen, 2009), assumptions of conservation of resources theory and job demand-resources theory (Bakker & Demerouti, 2007), the researchers have concluded that self-efficacy is a strong predictor of job satisfaction, therefore a necessary factor in enhancing the sense of fulfillment in job (job satisfaction) among female teachers.

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